

## Remedial and Special Education

January–December 2002, Volume 23

- AGRAN, Martin; BLANCHARD, Caryl; WEHMEYER, Michael; HUGHES, Carolyn: Increasing the Problem-Solving Skills of Students with Developmental Disabilities Participating in General Education, 279–288.
- AL OTAIBA, Stephanie; FUCHS, Douglas: Characteristics of Children Who Are Unresponsive to Early Literacy Intervention, 300–316.
- ALGOZZINE, Bob; SPOONER, Fred; KARVONEN, Meagan: Preparing Special Education Research Articles in APA Style, 24–30.
- BAKER, Steven R.: See THOMA, Colleen A., 82–89; See THOMA, Colleen A., 242–247.
- BALKMAN, Kathy: See SEWALL, Angela Maynard, 7–14.
- BARRIE, Wendy; MCDONALD, Joan: Administrative Support for Student-Led Individualization Education Programs, 116–121.
- BEST, Al M.: See COUTINHO, Martha J., 49–59.
- BLACK, Rhonda S.: See JENKINS, Amelia A., 359–371.
- BLANCHARD, Caryl: See AGRAN, Martin, 279–288.
- BLUM, H. Timothy; LIPSETT, Laura R.; YOCOM, Dorothy Jean: Literature Circles: A Tool for Self-Determination in One Middle School Inclusive Classroom, 99–108.
- BURSUCK, William D.: See NELSON, Janet S., 379–386.
- CAMPBELL-WHATLEY, Gloria D.: A Review of Jim Patton, Ginger Blalock, Carol Dowdy, and Tom E. C. Smith's *The PRO-ED Series on Transition*, 61–62.
- CAWLEY, John F.: Mathematics Interventions and Students with High-Incidence Disabilities, 2–6.
- COLUCCI, Karen: See EPANCHIN, Betty C., 349–358.
- CONDERMAN, Greg; KATSIYANNIS, Antonis: Instructional Issues and Practices in Secondary Special Education, 169–179.
- COOK, Bryan G.: See LANDRUM, Timothy J., 42–48.
- COUTINHO, Martha J.; OSWALD, Donald P.; BEST, Al M.: The Influence of Sociodemographics and Gender on the Disproportionate Identification of Minority Students as Having Learning Disabilities, 49–59.
- CROCKETT, Jean B.: Special Education's Role in Preparing Responsive Leaders for Inclusive Schools, 157–168.
- CULLINAN, Douglas: See EPSTEIN, Michael H., 141–148.
- DAY-VINES, Norma: See EDGAR, Eugene, 231–241.
- DEFUR, Sharon H.: Education Reform, High-Stakes Assessment, and Students with Disabilities: One State's Approach, 203–211.
- DEVILLE, Craig: See MELOY, Linda L., 248–255.
- DUHANEY, Laurel M. Garrick: See SALEND, Spencer J., 289–299.
- EDELEN-SMITH, Patricia J.: See SMITH, Garrett J., 335–348.
- EDGAR, Eugene; PATTON, James M.; DAY-VINES, Norma: Democratic Dispositions and Cultural Competency: Ingredients for School Renewal, 231–241.
- EDGAR, Eugene: See PATTON, James M., 194.
- EPANCHIN, Betty C.; COLUCCI, Karen: The Professional Development School Without Walls: A Partnership Between a University and Two School Districts, 349–358.
- EPSTEIN, Michael H.; NORDNESS, Philip D.; CULLINAN, Douglas; HERTZOG, Melody: Scale for Assessing Emotional Disturbance: Long-Term Test-Retest Reliability and Convergent Validity with Kindergarten and First-Grade Students, 141–148.
- EPSTEIN, Michael H.: See NELSON, Janet S., 379–386.
- FARNSWORTH, Elizabeth B.: A Review of Daniel P. Hallahan and Barbara K. Keogh's (eds) *Research and Global Perspectives in Learning Disabilities: Essays in Honor of William Cruickshank*, 190–191.
- FEWSTER, Saima; MACMILLAN, Peter D.: School-Based Evidence for the Validity of Curriculum-Based Measurement of Reading and Writing, 149–156.
- FIELD, Sharon; HOFFMAN, Alan: Lessons Learned From Implementing the *Steps to Self-Determination Curriculum*, 90–98.
- FITZGERALD, Shawn: See LANDRUM, Timothy J., 42–48.
- FRISBIE, David A.: See MELOY, Linda L., 248–255.
- FUCHS, Douglas: See AL OTAIBA, Stephanie, 300–316.
- FUCHS, Lynn S.: See OWEN, Rhoda L., 268–278; See SAENZ, Laura M., 31–41.
- GREENMAN, Gretchen G.: See SCHMIDT, Raquel J., 130–140.
- HAPNER, Athena; IMEL, Breck: The Students' Voices: "Teachers Started to Listen and Show Respect", 122–126.
- HEIMBECKER, Connie; MEDINA, Catherine; PETERSON, Patricia; REDSTEER, Denise; PRATER, Greg: Reaching American Indian Special/Elementary Educators Through a Partnership with a Navajo Nation School District, 372–378.
- HERTZOG, Melody: See EPSTEIN, Michael H., 141–148.
- HOFFMAN, Alan: See FIELD, Sharon, 90–98.
- HOWE, Kenneth R.; WELNER, Kevin G.: School Choice and the Pressure to Perform: Déjà Vu for Children with Disabilities?, 212–221.
- HUGHES, Carolyn: See AGRAN, Martin, 279–288.
- IMEL, Breck: See HAPNER, Athena, 122–126.
- JAYANTHI, Madhavi: See NELSON, Janet S., 379–386.
- JENKINS, Amelia A.; PATEMAN, Beth; BLACK, Rhonda S.: Partnerships for Dual Preparation in Elementary, Secondary, and Special Education Programs, 359–371.
- KARVONEN, Meagan: See ALGOZZINE, Bob, 24–30.
- KATSIYANNIS, Antonis: See CONDERMAN, Greg, 169–179; See ZHANG, Dalun, 180–187.
- KORTERING, Larry: A Review of Alan S. Kaufman and Nadeen L. Kaufman's *Specific Learning Disabilities and Difficulties in Children and Adolescents: Psychological Assessment and Evaluation*, 387–388.
- LANDRUM, Timothy J.; COOK, Bryan G.; TANKERSLEY, Melody; FITZGERALD, Shawn: Teacher Perceptions of the Trustworthiness, Usability, and Accessibility of Information From Different Sources, 42–48.
- LARKIN, Martha J.: A Review of Arthur Shapiro's *Everybody Belongs: Changing Negative Attitudes Toward Classmates with Disabilities*, 188–190.
- LIPSETT, Laura R.: See BLUM, H. Timothy, 99–108.
- LOEB, Roger C.: See STEMPIEN, Lori R., 258–267.
- MACMILLAN, Peter D.: See FEWSTER, Saima, 149–156.
- MALIAN, Ida; NEVIN, Ann: Introduction to the Special Issue: The Impact of Self-Determination Curricula, 66–67; A Review of Self-Determination Literature: Implications for Practitioners, 68–74.
- MALIAN, Ida: See NEVIN, Ann, 75–81.
- MARTIN, Gregory M.: A Review of Barbara Lowenthal's *Abuse and Neglect: The Educator's Guide to the Identification and Prevention of Child Maltreatment*, 387.
- MCDONALD, Joan: See BARRIE, Wendy, 116–121.

## Remedial and Special Education

January–December 2002, Volume 23

- AGRAN, Martin; BLANCHARD, Caryl; WEHMEYER, Michael; HUGHES, Carolyn: Increasing the Problem-Solving Skills of Students with Developmental Disabilities Participating in General Education, 279–288.
- AL OTAIBA, Stephanie; FUCHS, Douglas: Characteristics of Children Who Are Unresponsive to Early Literacy Intervention, 300–316.
- ALGOZZINE, Bob; SPOONER, Fred; KARVONEN, Meagan: Preparing Special Education Research Articles in APA Style, 24–30.
- BAKER, Steven R.: See THOMA, Colleen A., 82–89; See THOMA, Colleen A., 242–247.
- BALKMAN, Kathy: See SEWALL, Angela Maynard, 7–14.
- BARRIE, Wendy; MCDONALD, Joan: Administrative Support for Student-Led Individualization Education Programs, 116–121.
- BEST, Al M.: See COUTINHO, Martha J., 49–59.
- BLACK, Rhonda S.: See JENKINS, Amelia A., 359–371.
- BLANCHARD, Caryl: See AGRAN, Martin, 279–288.
- BLUM, H. Timothy; LIPSETT, Laura R.; YOCOM, Dorothy Jean: Literature Circles: A Tool for Self-Determination in One Middle School Inclusive Classroom, 99–108.
- BURSUCK, William D.: See NELSON, Janet S., 379–386.
- CAMPBELL-WHATLEY, Gloria D.: A Review of Jim Patton, Ginger Blalock, Carol Dowdy, and Tom E. C. Smith's *The PRO-ED Series on Transition*, 61–62.
- CAWLEY, John F.: Mathematics Interventions and Students with High-Incidence Disabilities, 2–6.
- COLUCCI, Karen: See EPANCHIN, Betty C., 349–358.
- CONDERMAN, Greg; KATSIYANNIS, Antonis: Instructional Issues and Practices in Secondary Special Education, 169–179.
- COOK, Bryan G.: See LANDRUM, Timothy J., 42–48.
- COUTINHO, Martha J.; OSWALD, Donald P.; BEST, Al M.: The Influence of Sociodemographics and Gender on the Disproportionate Identification of Minority Students as Having Learning Disabilities, 49–59.
- CROCKETT, Jean B.: Special Education's Role in Preparing Responsive Leaders for Inclusive Schools, 157–168.
- CULLINAN, Douglas: See EPSTEIN, Michael H., 141–148.
- DAY-VINES, Norma: See EDGAR, Eugene, 231–241.
- DEFUR, Sharon H.: Education Reform, High-Stakes Assessment, and Students with Disabilities: One State's Approach, 203–211.
- DEVILLE, Craig: See MELOY, Linda L., 248–255.
- DUHANEY, Laurel M. Garrick: See SALEND, Spencer J., 289–299.
- EDELEN-SMITH, Patricia J.: See SMITH, Garrett J., 335–348.
- EDGAR, Eugene; PATTON, James M.; DAY-VINES, Norma: Democratic Dispositions and Cultural Competency: Ingredients for School Renewal, 231–241.
- EDGAR, Eugene: See PATTON, James M., 194.
- EPANCHIN, Betty C.; COLUCCI, Karen: The Professional Development School Without Walls: A Partnership Between a University and Two School Districts, 349–358.
- EPSTEIN, Michael H.; NORDNESS, Philip D.; CULLINAN, Douglas; HERTZOG, Melody: Scale for Assessing Emotional Disturbance: Long-Term Test-Retest Reliability and Convergent Validity with Kindergarten and First-Grade Students, 141–148.
- EPSTEIN, Michael H.: See NELSON, Janet S., 379–386.
- FARNSWORTH, Elizabeth B.: A Review of Daniel P. Hallahan and Barbara K. Keogh's (eds) *Research and Global Perspectives in Learning Disabilities: Essays in Honor of William Cruickshank*, 190–191.
- FEWSTER, Saima; MACMILLAN, Peter D.: School-Based Evidence for the Validity of Curriculum-Based Measurement of Reading and Writing, 149–156.
- FIELD, Sharon; HOFFMAN, Alan: Lessons Learned From Implementing the *Steps to Self-Determination Curriculum*, 90–98.
- FITZGERALD, Shawn: See LANDRUM, Timothy J., 42–48.
- FRISBIE, David A.: See MELOY, Linda L., 248–255.
- FUCHS, Douglas: See AL OTAIBA, Stephanie, 300–316.
- FUCHS, Lynn S.: See OWEN, Rhoda L., 268–278; See SAENZ, Laura M., 31–41.
- GREENMAN, Gretchen G.: See SCHMIDT, Raquel J., 130–140.
- HAPNER, Athena; IMEL, Breck: The Students' Voices: "Teachers Started to Listen and Show Respect", 122–126.
- HEIMBECKER, Connie; MEDINA, Catherine; PETERSON, Patricia; REDSTEER, Denise; PRATER, Greg: Reaching American Indian Special/Elementary Educators Through a Partnership with a Navajo Nation School District, 372–378.
- HERTZOG, Melody: See EPSTEIN, Michael H., 141–148.
- HOFFMAN, Alan: See FIELD, Sharon, 90–98.
- HOWE, Kenneth R.; WELNER, Kevin G.: School Choice and the Pressure to Perform: Déjà Vu for Children with Disabilities?, 212–221.
- HUGHES, Carolyn: See AGRAN, Martin, 279–288.
- IMEL, Breck: See HAPNER, Athena, 122–126.
- JAYANTHI, Madhavi: See NELSON, Janet S., 379–386.
- JENKINS, Amelia A.; PATEMAN, Beth; BLACK, Rhonda S.: Partnerships for Dual Preparation in Elementary, Secondary, and Special Education Programs, 359–371.
- KARVONEN, Meagan: See ALGOZZINE, Bob, 24–30.
- KATSIYANNIS, Antonis: See CONDERMAN, Greg, 169–179; See ZHANG, Dalun, 180–187.
- KORTERING, Larry: A Review of Alan S. Kaufman and Nadeen L. Kaufman's *Specific Learning Disabilities and Difficulties in Children and Adolescents: Psychological Assessment and Evaluation*, 387–388.
- LANDRUM, Timothy J.; COOK, Bryan G.; TANKERSLEY, Melody; FITZGERALD, Shawn: Teacher Perceptions of the Trustworthiness, Usability, and Accessibility of Information From Different Sources, 42–48.
- LARKIN, Martha J.: A Review of Arthur Shapiro's *Everybody Belongs: Changing Negative Attitudes Toward Classmates with Disabilities*, 188–190.
- LIPSETT, Laura R.: See BLUM, H. Timothy, 99–108.
- LOEB, Roger C.: See STEMPIEN, Lori R., 258–267.
- MACMILLAN, Peter D.: See FEWSTER, Saima, 149–156.
- MALIAN, Ida; NEVIN, Ann: Introduction to the Special Issue: The Impact of Self-Determination Curricula, 66–67; A Review of Self-Determination Literature: Implications for Practitioners, 68–74.
- MALIAN, Ida: See NEVIN, Ann, 75–81.
- MARTIN, Gregory M.: A Review of Barbara Lowenthal's *Abuse and Neglect: The Educator's Guide to the Identification and Prevention of Child Maltreatment*, 387.
- MCDONALD, Joan: See BARRIE, Wendy, 116–121.

- MEDINA, Catherine: See HEIMBECKER, Connie, 372-378.
- MELOY, Linda L.; DEVILLE, Craig; FRISBIE, David A.: The Effect of a Read Aloud Accommodation on Test Scores of Students With and Without a Learning Disability in Reading, 248-255.
- MONTGOMERY, Winifred: See SALEND, Spencer J., 289-299.
- MULLIGAN, Robert: See PRICE, Lynda A., 109-115.
- NATHANSON, Rebecca: See THOMA, Colleen A., 242-247.
- NELSON, J. Ron: See REID, Robert, 15-23.
- NELSON, Janet S.; JAYANTHI, Madhavi; SCARBOROUGH, Carmen; EPSTEIN, Michael H.; BURSUCK, William D.: Using the Nominal Group Technique for Homework Communication Decisions: An Exploratory Study, 379-386.
- NEVIN, Ann; MALIAN, Ida; WILLIAMS, Lorie: Perspectives on Self-Determination Across the Curriculum: Report of a Preservice Special Education Teacher Preparation Program, 75-81.
- NEVIN, Ann: See MALIAN, Ida, 66-67; 68-74.
- NORDNESS, Philip D.: See EPSTEIN, Michael H., 141-148.
- OSWALD, Donald P.: See COUTINHO, Martha J., 49-59.
- OWEN, Rhoda L.; FUCHS, Lynn S.: Mathematical Problem-Solving Strategy Instruction for Third-Grade Students with Learning Disabilities, 268-278.
- PATEMAN, Beth: See JENKINS, Amelia A., 359-371.
- PATTON, James M.; EDGAR, Eugene: Introduction to the Special Series: Special Education and School Reform, 194.
- PATTON, James M.: See EDGAR, Eugene, 231-241.
- PETERSON, Patricia: See HEIMBECKER, Connie, 372-378.
- PRATER, Greg: See HEIMBECKER, Connie, 372-378.
- PRATER, Mary Anne: Introduction to the Special Issue: School-University Partnerships in Special Education Preparation, 323-324.
- PRATER, Mary Anne; SILEO, Thomas W.: School-University Partnerships in Special Education Field Experiences: A National Descriptive Study, 325-334, 348.
- PRICE, Lynda A.; WOLENSKY, Debbie; MULLIGAN, Robert: Self-Determination in Action in the Classroom, 109-115.
- REDSTEER, Denise: See HEIMBECKER, Connie, 372-378.
- REID, Robert; NELSON, J. Ron: The Utility, Acceptability, and Practicality of Functional Behavioral Assessment for Students with High-Incidence Problem Behaviors, 15-23.
- ROSE, Ernest: A Special Issue on School-University Partnerships in Special Education, 322.
- ROZENDAL, Mary S.: See SCHMIDT, Raquel J., 130-140.
- SADDLER, Sterling J.: See THOMA, Colleen A., 82-89.
- SAENZ, Laura M.; FUCHS, Lynn S.: Examining the Reading Difficulty of Secondary Students with Learning Disabilities, 31-41.
- SALEND, Spencer J.; DUHANEY, Laurel M. Garrick; MONTGOMERY, Winifred: A Comprehensive Approach to Identifying and Addressing Issues of Disproportionate Representation, 289-299.
- SCARBOROUGH, Carmen: See NELSON, Janet S., 379-386.
- SCHMIDT, Raquel J.; ROZENDAL, Mary S.; GREENMAN, Gretchen G.: Reading Instruction in the Inclusion Classroom: Research-Based Practices, 130-140.
- SEWALL, Angela Maynard; BALKMAN, Kathy: DNR Orders and School Responsibility: New Legal Concerns and Questions, 7-14.
- SILEO, Thomas W.: See PRATER, Mary Anne, 325-334, 348.
- SMITH, David J.: A Review of Steven J. Taylor and Steven D. Blatt's (Eds.) *In Search of the Promised Land: The Collected Papers of Burton Blatt*, 60-61.
- SMITH, Gamett J.; EDELEN-SMITH, Patricia J.: The Nature of the People: Renewing Teacher Education as a Shared Responsibility Within Colleges and Schools of Education, 335-348.
- SPOONER, Fred: See ALGOZZINE, Bob, 24-30.
- STEMPIEN, Lori R.; LOEB, Roger C.: Differences in Job Satisfaction Between General Education Teachers and Special Education Teachers: Implications for Retention, 258-267.
- TAMURA, Ronald: See THOMA, Colleen A., 242-247.
- TANKERSLEY, Melody: See LANDRUM, Timothy J., 42-48.
- THOMA, Colleen A.; BAKER, Steven R.; SADDLER, Sterling J.: Self-Determination in Teacher Education: A Model to Facilitate Transition Planning for Students with Disabilities, 82-89.
- THOMA, Colleen A.; NATHANSON, Rebecca; BAKER, Steve R.; TAMURA, Ronald: Self-Determination: What Do Special Educators Know and Where Do They Learn It?, 242-247.
- THURLOW, Martha L.: Positive Educational Results for All Students: The Promise of Standards-Based Reform, 195-202.
- TOWNSEND, Brenda L.: "Testing While Black": Standards-Based School Reform and African American Learners, 222-230.
- WEHMEYER, Michael: See AGRAN, Martin, 279-288.
- WELNER, Kevin G.: See HOWE, Kenneth R., 212-221.
- WILLIAMS, Lorie: See NEVIN, Ann, 75-81.
- WOLENSKY, Debbie: See PRICE, Lynda A., 109-115.
- YOCOM, Dorothy Jean: See BLUM, H. Timothy, 99-108.
- ZHANG, Dalun; KATSIYANNIS, Antonis: Minority Representation in Special Education: A Persistent Challenge, 180-187.